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ABSTRACT

Noting that parents are vital partners in the educational system, this handbook provides parents with information about the Grade 6 curriculum in Catholic schools in Alberta, Canada. Based on the Alberta Learning "Programs of Study: Elementary Schools," the handbook describes the knowledge, skills, and attitudes Catholic school students in Alberta are expected to demonstrate upon completion of the Grade 6 curriculum. Following introductory material that includes information on aboriginal education, supports for learning, and assessment, the handbook's sections are: (1) "Overview of Grade 6"; (2) "Religious Education"; (3) "English Language Arts"; (4) "Mathematics"; (5) "Science"; (6) "Social Studies"; (7) "Information and Communication Technology"; (8) "Physical Education"; (9) "Health and Life Skills"; (10) "Art and Music"; (11) "Drama"; and (12) "Languages Other Than English." Each section includes samples of what students are expected to learn in each subject. The handbook concludes with a one-page questionnaire requesting feedback on the handbook. (HTH)

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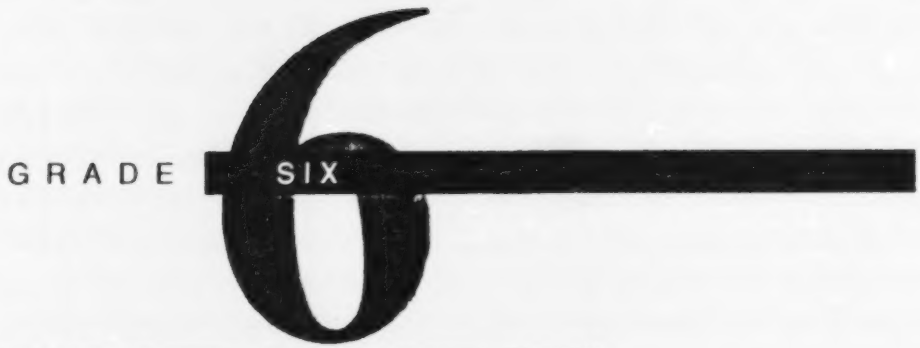
Curriculum Handbook *for* Parents

2002–2003

Catholic School Version



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Telephone numbers of branches referred to in this handbook can be reached, toll free inside Alberta, by dialing 310–0000.

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Telephone: 780–415–9300
Fax: 780–415–9306
E-mail: asb@gov.ab.ca

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E-mail: curric.contact@learning.gov.ab.ca

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E-mail: ltbgeneral@gov.ab.ca

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Telephone: 780–422–6326
Fax: 780–422–2039
E-mail: SpecialEd@learning.gov.ab.ca

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Alberta Learning gratefully acknowledges the contribution of the Alberta Home and School Councils' Association in facilitating parent input into this Curriculum Handbook.

Curriculum Handbook *for* **Parents**

2002–2003

Catholic School Version

GRADE **6**

This Curriculum Handbook provides parents with information about the Grade 6 curriculum. It includes:

- selected learning outcomes for each subject area from the provincial curriculum
- links to the Alberta Learning Web site where more information can be found
- a feedback form.

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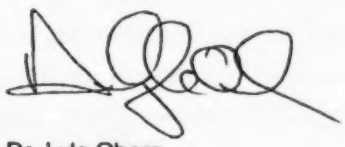
Message from the
Minister of Learning

Alberta has one of the best education systems in the world. One of our many strengths is our excellent curriculum. It ensures that Alberta students have the opportunity to acquire the knowledge, skills and attitudes needed to be self-reliant, responsible, caring and contributing members of society.

As a parent, you play a vital role in the education of your child. When you know what your child is learning in school, you are able to reinforce that learning at home. In order to help parents in this process, Alberta Learning has published the *Curriculum Handbook for Parents* series. We are excited that this year's edition was redesigned with input from parents. The *Handbook* has been modified to have more parent-focused information in a user-friendly format.

In addition to a strong curriculum, there are many other reasons why we have a world-class learning system. Our system offers parents choices in the type of education that will best meet the needs of their children. It provides innovative and quality learning opportunities for future success. Also, another vital component is that all education partners, including parents, teachers, principals, superintendents, trustees and other members of our community, work collaboratively to ensure our learning system continually meets the needs of students.

Alberta students are our future. Together, we can ensure that every student has a solid foundation from which to learn, grow and succeed.



Dr. Lyle Oberg
Minister of Learning

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Dear Parents and Guardians:

On behalf of the Catholic Bishops of Alberta, I welcome this opportunity to affirm you in your role as parents in the education of your children and wish to express my appreciation to the Government of Alberta and Alberta Learning for this 'Curriculum Handbook for Parents'.

The Church has always recognized with confidence that you, parents, are the first and primary educators of your children, especially with regards to education in the faith. This is a noble, yet, challenging calling that is rightfully yours. Today, therefore, because of the many diverse pressures and influences on our children, your role is vital in working with our schools to continue to provide the best possible education for our children. To those of you who have entrusted your children to a Catholic school be assured that it is with great respect for these facts that we support you in your role. I encourage you to work closely with our Catholic schools by joining your local school councils or parent groups. Be a strong voice for the Catholic identity of schools. In this regard, you will share in a concrete and invaluable way in the central mission of the Church which is to proclaim Jesus and his Gospel in the world today and, in so doing, hand on our faith to our children.

I commend Alberta Learning for providing parents with this practical Curriculum Handbook. It is a clear presentation of what parents can expect of our Alberta schools, Public and Catholic, and by its very existence also acknowledges how important you are as parents in your children's education. In it, you will find a comprehensive presentation of the content and expectations of the Religious Education Program approved by the Canadian Conference of Catholic Bishops. It reflects the essential character of Catholic schools as communities of learning.

+ Thomas Collins

Thomas Collins
Archbishop of Edmonton
President, Alberta Conference of Catholic Bishops

8421 – 101 Avenue, Edmonton, Alberta T6A 0L1 ♦ Tel.: (780) 469–1010 ♦ Fax: (780) 465–3003

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Information for Parents

Web site links for further information are provided throughout the handbook.

Students learn in a variety of environments—in their homes, schools and communities. Parents, teachers and community members form a partnership to assist this learning.

When parents know what children are studying at school, they can provide better home support for their children's learning.

Parents can access information about the curriculum and learning resources in a number of ways:

- They can communicate with teachers or the school.
- http://www.learning.gov.ab.ca/k_12/curriculum/parent.asp — **Curriculum Handbooks** contain selected outcomes for each subject area from the Alberta programs of study. They provide a more detailed picture of each year. This Curriculum Handbook is one of a set from Kindergarten to senior high school produced in general and Catholic versions, and in French. They are available on the Alberta Learning Web site or for purchase from the Learning Resources Centre (LRC).
- http://www.learning.gov.ab.ca/k_12/curriculum/parent.asp — **Curriculum Summaries** for each grade level provide a brief overview of each year. The summaries are available on the Alberta Learning Web site.
- http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/ — **Alberta Programs of Study** contain learning outcomes for each subject area from Kindergarten to Grade 12. They are available on the Alberta Learning Web site or for purchase from the LRC.
- http://www.learning.gov.ab.ca/lrdb — The Authorized Resources Database on the Alberta Learning Web site lists **Alberta authorized student and teacher resources**, most of which are available for purchase from the LRC.
- http://www.learning.gov.ab.ca — The **Alberta Learning Web site** contains information on learning from the early years to adulthood.

Helping Your Child at Home

Here are some important pointers for you to help your child learn.

- Be positive and encouraging in your approach to learning. It will help your child feel confident and enthusiastic about success.
- Talk to your child about schoolwork, and help with homework when you can.
- Help your child set realistic goals, and discuss progress in an encouraging way.
- Connect your child's schoolwork with everyday life, and use these opportunities for problem solving in everyday situations.
- Keep in touch with teachers about your child's progress, including successes and achievements, not just concerns.

The following resources may help you. Check your child's school for availability.

- *The Parent Advantage*—Tips and strategies for helping with homework in grades 1 through 9.
- http://www.learning.gov.ab.ca/parents/mathprbk.pdf — *Working Together in Mathematics Education*—Ways parents can support student learning in mathematics.
- http://www.learnalberta.ca — *LearnAlberta.ca* Web site—Online multimedia learning resources that directly relate to the Alberta programs of study.
- http://www.2learn.ca/ — *TELUS 2Learn* Web site—An education–business partnership that provides Internet inservice, support and information for Alberta teachers, students and parents.

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Schooling in Alberta

School provides students with a broad educational program that helps them:

- develop knowledge, skills and attitudes in a variety of subject areas
- demonstrate critical and creative thinking skills in problem solving and decision making
- demonstrate competence in using information technologies
- know how to learn and work independently and as part of a team
- develop desirable personal characteristics and the ability to make ethical decisions
- demonstrate initiative, leadership, flexibility and persistence
- have the desire and realize the need for lifelong learning.

Schools also prepare students to make positive contributions to society through communities, the workplace and/or post-secondary studies.

http://www.learning.gov.ab.ca/educationguide/default.asp

The *Guide to Education: ECS to Grade 12*, available on the Alberta Learning Web site or for purchase from the LRC, provides general information about Kindergarten to Grade 12 schooling.

In Alberta, a **provincial curriculum** describes what students are expected to know and be able to do in each subject at each grade level. The provincial curriculum is organized into **programs of study**, which are developed by Alberta Learning in consultation with teachers, administrators, parents, representatives from post-secondary institutions, and professional and community groups.

Changes in curriculum are made to ensure that students across the province have the knowledge, skills and attitudes necessary to meet the demands of a complex and ever-changing world. Revisions may be minor, such as updating a resource list, or they may be major, when the needs of students and society change as new knowledge becomes available. Included in any major revision process is a review of learning and teaching resources and professional development needs of teachers.

Within the context of Catholic schools, the curriculum in all of its aspects—content, the teaching process, and the total school environment—reflect the values of faith, hope, charity, forgiveness and justice as found in the gospels and the message of Jesus Christ as understood by the Catholic Church.

Teachers make a number of decisions when planning for classroom instruction. Within any group of students, there is a range of individual differences. Teachers use the learning outcomes of the programs of study to meet the needs and interests of their students and to make connections across subject areas. They choose resources, equipment and materials to help students achieve the learning outcomes. Teaching methods and schedules vary from school to school and from class to class to meet the diverse learning needs of students.

In Catholic schools, there are many opportunities for integrating gospel values and nurturing the presence of God in our midst within the curriculum. Teachers will determine where religious education and Church teaching can be integrated with other subjects.

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Alberta Learning assists teachers by reviewing and selecting the best possible resources, such as textbooks, videotapes and computer software, for all subject areas. Authorization of resources by Alberta Learning indicates that the resources meet high standards and can help students achieve the learning outcomes. Teachers can choose other resources, as long as they follow school board policy.

http://www.lrc.learning.gov.ab.ca

Authorized resources are available for purchase from the LRC.

Aboriginal Education

Aboriginal peoples throughout the province have indicated that they want their children to complete regular school requirements and achieve the same standards as set for all students in Alberta.

http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/aborigin/default.asp

The term "Aboriginal" refers to First Nations, Métis and Inuit. To support the learning of Aboriginal students, schools are encouraged to use learning resources that give attention to Aboriginal heritage perspectives. In addition, all students in Alberta should understand and be aware of Aboriginal cultures, lifestyles and heritage. Student and teacher resources have been developed by Alberta Learning to assist teachers.

Both provincially and locally authorized Blackfoot and Cree language and culture courses are offered in the province.

http://www.learning.gov.ab.ca/k_12/specialneeds/teacherresourcescat.pdf

As well, *A Handbook for Aboriginal Parents of Children with Special Needs* provides information to assist Aboriginal parents in working with schools to meet the special needs of their children. This resource is available for purchase from the LRC.

Our Treasured Children is a videotape that complements *A Handbook for Aboriginal Parents of Children with Special Needs*. It highlights intergenerational stories from members of the Aboriginal community. The videotape is available for purchase from the LRC.

Personal and Career Development

Preparing for life and work is a complex process that begins in the early years of schooling and continues throughout our lives. Alberta schools are taking an active role—along with parents and the community—in helping students move successfully from basic education to further studies and the workplace.

In the elementary grades, students explore their personal interests and values, and learn about different roles and career areas. They also begin to develop life skills, such as cooperating with others and being reliable.

Personal and career development activities and outcomes are integrated into all elementary courses and programs. In particular, the elementary health program focuses specifically on these topics.

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Supports for Learning

In every classroom and every school, students have individual needs. Teachers ensure that all students are involved in activities that help them build on their own level of learning.

Alberta students learn in a variety of ways—in schools, in the community, in small and large groups, and independently. Schools, supported by Alberta Learning, provide a variety of programs and services.

English as a Second Language

http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/ESL/default.asp

Many children born in Canada have a first language other than English, and many students move here from non-English speaking countries. Schools provide additional assistance for English as a Second Language (ESL) students in Grade 1 to Grade 12. This helps them acquire sufficient fluency in English so they can integrate into the regular classroom as quickly as possible.

Special Needs

http://www.learning.gov.ab.ca/k_12/specialneeds/

http://www.learning.gov.ab.ca/educationguide/spec-ed/partners/intro.asp

School boards are required to provide each resident student with an education program, including access to special education programs. The following resources provide additional information. Check your child's school for availability.

- *Partners During Changing Times*—Information for parents of children with special needs
- *Programming for Students with Special Needs*—A series of resources containing information to help teachers better meet the needs of students, such as students who are gifted and talented, and those with learning disabilities, emotional disorders and/or mental illness

Distance Learning

http://www.lrc.learning.gov.ab.ca

http://www.learning.gov.ab.ca/ltb/400/courses.html

http://www.learning.gov.ab.ca/ltb/400/eproduct.html

The Learning Technologies Branch (LTB) develops print materials and materials for online learning.

- For information about purchasing distance learning materials, contact the LRC.
- For a listing of all distance learning courses available for purchase or study, go to the LTB Courses Web page.
- To see what electronic products are available, visit the Electronic Products Web page.
- For information about registering in a distance learning course, contact a distance learning provider, such as the Alberta Distance Learning Centre.

http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/fsl/team.asp

The French Language Services Branch develops distance learning courses for French language instruction. For courses available in French, contact the French Language Services Branch.

http://www.adlc.ca/home/

The Alberta Distance Learning Centre (ADLC) provides distance learning courses and programs to students throughout the province of Alberta and the Northwest Territories. It also serves a small number of Alberta students who are temporarily living in other provinces and countries. Students have the option of submitting assignments over the Internet. The ADLC also operates a virtual school.

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Assessment

Achievement Tests

http://www.learning.gov.ab.ca/k_12/testing/default.asp

As well as being assessed by their teachers, students write provincial achievement tests in grades 3, 6 and 9. Grade 3 students write tests in English language arts and mathematics; Grade 6 and Grade 9 students write tests in English language arts, social studies, mathematics and science.

Grade 3 students in Francophone and alternative French programs write the test in English language arts and the French form of the mathematics test. Students in Francophone and alternative French programs in grades 6 and 9 write the tests in English and French language arts and the French forms of the other subject area tests.

Group results of the achievement tests are provided to schools and school authorities, and summary results are provided on the Alberta Learning Web site. Individual student results are provided to the school for each student's educational record and are to be provided to the student's parents.

Information about provincial achievement testing in grades 3, 6 and 9 is available on the Alberta Learning Web site. As well, information is provided in the Alberta Learning publications entitled *Parent Guide to Provincial Achievement Testing* and *Guide des parents Programme des tests de rendement provinciaux*. The parent guides for Grade 3 and Grade 6 are available in elementary schools. The Grade 9 guide is available in junior high schools. These publications may also be obtained from the Learner Assessment Branch, Alberta Learning.

School Councils

http://www.ahsca.ab.ca

Schools, parents and communities all play an important role in education. School councils are designed to give parents, students, teachers and other community members meaningful involvement in decisions about policies, programs and services and the allocation of funds to support them within their schools. They may also be involved in fundraising for enhancements to core education programs. Each school council determines its own level of involvement, depending on local needs. Parents can get more information on how to get involved by contacting their local school or the Alberta Home and School Councils Association.

School Fundraising and Fees

http://www.asba.ab.ca/advisories/policy-fundraising.pdf

Decisions regarding fundraising are made by the local board or by the school principal in consultation with the school council within policy guidelines established by the school board. In September 2000, the Alberta School Boards Association (ASBA) developed and provided guidelines to school boards to assist boards in establishing appropriate local policy. The guidelines state fundraising should not be done for core items such as textbooks. Some fundraising is appropriate for things like athletics uniforms, field trips, and other extras that staff and parents want for their schools. Participation in fundraising activities should be voluntary. No student should be excluded from an event or program because the parents did not contribute.

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http://www.asba.ab.ca/advisories/policy-fees.pdf

School fees are determined by the local school board or by the principal in consultation with the school council and within policy guidelines established by the board. Local policies can include waiving fees or extended payment allowances where parents are experiencing financial difficulties. In September 2000, the Alberta School Boards Association provided guidelines to school boards to assist them in establishing an appropriate policy. A primary objective is to ensure that fees are not being charged for core items. ASBA also advised boards that parents need to know what the funds will be used for and what will be done with any surplus funds.

Fees may be charged for supplies and materials provided for the student's personal use or consumption; this may include such things as calculators, locker rentals, student planners and computer diskettes. The fees charged are on a cost recovery basis.

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Overview of Grade 6

In Grade 6, students study required subject areas. Optional subject areas may be available at the local school. Students have access to 950 hours of instruction during a school year.

In Catholic schools, students participate in a Religious Education Program that is authorized by the Bishop of the local diocese.

The Grade 6 Alberta program of studies for each subject area sets out general outcomes or topics that provide an overview of the important learnings students accomplish. Specific outcomes are included for each general outcome or topic and state in detail the knowledge, skills and attitudes students are working towards achieving.

This handbook contains:

- the general outcomes or topics for each subject area
- selected specific outcomes for most subject areas.

The programs of study, which include all the general and specific outcomes, are available on the Alberta Learning Web site or from the LRC.

Required Subject Areas. ***Students take:***						
English Language Arts	Mathematics	Science	Social Studies	Physical Education	Health and Life Skills	Art and Music
Information and Communication Technology (ICT) is integrated throughout English Language Arts, Mathematics, Science and Social Studies.						

Optional Subject Areas. ***Schools may offer:***	
Drama	Languages Other than English*

* Students in French immersion programs and bilingual programs in other languages take English language arts as well as language arts in the target language.

Students in immersion and bilingual programs also take a number of subjects in the target language.

New courses for the 2002–2003 school year:

- Health and Life Skills

Courses under revision:

- Social Studies
- Ukrainian Language Arts

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Religious Education

Religious education is an essential and integral part of the life and culture of a Catholic school. Through it, students are invited to develop the knowledge, beliefs, skills, values and attitudes needed to build a relationship with God and community through the person of Jesus Christ. Religious education shares the same goals and objectives set forth for all good education, that is, the growth and development of the whole person in all his or her dimensions—physical, intellectual, emotional, social and spiritual.

Religious education has four essential characteristics.

It is **Trinitarian**. It recognizes God as the creator of all things who gives us Jesus. It is Jesus who reveals God to us, and in turn reveals God's Spirit, through whom we understand our faith.

It is based on **Sacred Scripture** through which we hear the mystery of God revealed, the call to be in relationship with God and each other, and we learn how to pray.

It is based on the **life experience** of the students through which they are invited to discern signs of God in their daily lives.

It is presented within the tradition of the **Catholic faith community** which, based on Church teachings, sacramental and liturgical life, provides students with experiences of faith, prayer, love and justice.

With an awareness of the uniqueness of each student and a recognition that religious development takes place through a process of stages and within a community, it is expected that program presentation will vary from place to place to meet the diverse learning and religious formation needs of all students.

The Religious Education Program for elementary and junior high schools is authorized by the Bishop of the local diocese. Some school districts have developed supplementary resources and adapted the program to better meet local needs.

The content of the Grade 6 Religious Education Program is the moral life of young Christians. Based on the Bible, the general aim of the program is to explore how young Christians, rooted in the Christian tradition, are witnesses of God's justice and love.

Students explore these themes through the study of 10 units:

Unit 1 **"You are my friends."**

The students are invited to discover God's love in our friendships. They are encouraged to recognize God as our source of light and how they (the students) are lights to others. They learn that Christian moral life is based on love and that by good relationships they create a moral world.

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Unit 2 — **"I love you with an everlasting love."**

The students explore how others come to us as the image and likeness of God and how this evokes a moral response. They meet the prophet Moses and explore the image of God as liberator. They learn that Christians are called to reverence God's Holy Name and to respect the names of others.

Unit 3 — **"I shall be your God; you shall be my people."**

Students reflect on the meaning of covenant and what a covenant relationship implies. The ten commandments are explored with emphasis on how they are like a light for us on the path of life. The students learn how Jesus summarized the Ten Commandments.

Unit 4 — **"God so loved the world."**

Students discover how the covenant with God is kept—or not kept. They celebrate Advent, as a time of hope, through ritual. They meet the prophet Isaiah as a prophet of hope. The students learn about those who kept alive the hope of salvation; about Mary, the bearer of God's promise and about how Jesus is the fulfillment of the promise.

Unit 5 — **"I am the way, the truth and the life."**

The students reflect on Christmas as a celebration of God's abundant love and how the new covenant is revealed in Jesus. They also examine global relationships and issues of justice and injustice. Students are encouraged to find ways to respond and accept the challenge of justice.

Unit 6 — **"Love your enemies."**

The students examine justice issues through the Beatitudes. They explore ways of living the Beatitudes to reveal God's kingdom.

Unit 7 — **"What you do to the least of my brothers and sisters."**

The students explore Lent (the Christian's journey to Easter) as a time of prayer, fasting, almsgiving and a time of covenant renewal. Students learn that, by engaging in the corporal works of mercy, they meet Christ in the poor.

Unit 8 — **"No greater love."**

The students, by exploring the events of Jesus' passion and death, remember His forgiveness and discover what it means to forgive and to seek forgiveness.

Unit 9 — **"Do not be afraid."**

The students celebrate the risen Lord and identify the ways that Jesus is present among us. They reflect on the sacraments of initiation: Baptism, Confirmation and Eucharist.

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Unit 10 **"You shall be my witnesses."**

The students explore what it is to be a moral witness in the power of the Holy Spirit and the practical application of this in their lives. They research the "witnessing" of saints and modern day martyrs and saints in our midst. They also learn how to prepare a celebration of the Eucharist.

The school, through the Religious Education Program, complements parents in their role as primary and principal educators of their children. Home and family play a vitally important role in the faith development of children. Within the family, seeds of faith are planted. Family relationships and daily experiences are major factors in shaping a child's values, attitudes and Catholic identity. Regular religious practice and the application of classroom learning to daily life are critical parts of religious formation.

Prayer is an integral part of the Religious Education Program and of each school day since intimacy with God is the ultimate goal of Catechesis. Respecting the individual differences of children and our changing human needs, prayer is experienced in many different ways: silent reflection, guided imagery, scriptural prayer, song and formal community prayer. As we enter into prayer, we give praise and thanks for God's loving presence and call upon the Spirit to guide, nourish and empower our lives through Jesus Christ.

Teaching the sacraments occurs within the Religious Education Program. Sacraments celebrate the presence of Christ in our lives. They are effective signs that make God's grace present to us in love, healing and the transformation of our lives. Eucharist and Reconciliation are an essential part of each child's religious formation and a necessary grounding for a mature faith. As with many basic themes, Eucharist and Reconciliation are introduced in Grade 1, but continue to be deepened and intensified in each year thereafter. Children who have not yet celebrated First Communion or First Reconciliation are always welcome to contact their parish to begin their immediate preparation for the sacraments.

The Religious Education Program interprets for the students what the Catechism of the Catholic Church teaches about our faith in a manner appropriate to the age and development of the students. Not everything in the Catechism is incorporated because, as the Catechism itself points out, what is taught must be adapted to the "differences of culture, age, spiritual maturity, and social and ecclesial conditions among all those to whom it is addressed" (#24). Specific excerpts are quoted at the end of each theme for the teacher to help root the contents and activities of the theme in Church tradition.

The Religious Education Program is structured around the church liturgical year. This enables students to live and express faith in an integrated way at school, at home and in the parish community.

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Required Subject Areas

The required subject areas are the foundation of the elementary program.

Required Subject Areas. *Students take:*						
English Language Arts	Mathematics	Science	Social Studies	Physical Education	Health and Life Skills	Art and Music
Information and Communication Technology (ICT) is integrated throughout English Language Arts, Mathematics, Science and Social Studies.						

English Language Arts

View the English language arts subject page at http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/english/

The aim of the English language arts program is to enable students to understand and appreciate language, and to use it confidently and competently in a variety of situations for communication, personal satisfaction and learning.

From Kindergarten to Grade 12, students are developing knowledge, skills and attitudes in six language arts: Listening and Speaking; Reading and Writing; Viewing and Representing. Students learn to compose, comprehend and respond to oral, print and other media texts. They experience a variety of texts from many cultural traditions.

In a Catholic school, students are invited to consider how the knowledge, skills and values studied within the language arts curriculum are integrated with other subject areas, including religious education, and reflect the Catholic identity of the school.

The following learning outcomes are selected from the Grade 6 English Language Arts Program of Studies.

Explore thoughts, ideas, feelings and experiences

- use prior experiences with oral, print and other media texts to choose new texts that meet learning needs and interests
- assess personal language use, and revise personal goals to enhance language learning and use
- select from the ideas and observations of others to expand personal understanding
- use talk, notes, personal writing and representing, together with texts and the ideas of others, to clarify and shape understanding

Comprehend and respond personally and critically to oral, print and other media texts

- combine personal experiences and the knowledge and skills gained through previous experiences with oral, print and other media texts to understand new ideas and information
- preview the content and structure of subject area texts, and use this information to set a purpose, rate and strategy for reading
- integrate and apply knowledge of phonics, sight vocabulary, language and context clues, and structural analysis to read unfamiliar words in texts of increasing length and complexity
- summarize oral, print or other media texts, indicating the connections among events, characters and settings

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	• discuss the connections among plot, setting and characters in oral, print and other media texts • determine purpose and audience needs to choose forms, and organize ideas and details in oral, print and other media texts
Manage ideas and information	• use note-taking or representing to assist with understanding ideas and information, and focusing topics for investigation • decide on and select the information needed to support a point of view • skim, scan and read closely to gather information • use outlines, thought webs and summaries to show the relationships among ideas and information and to clarify meaning • communicate ideas and information in a variety of oral, print and other media texts, such as multiparagraph reports, question and answer formats and graphs • establish goals for enhancing research skills
Enhance the clarity and artistry of communication	• revise to provide focus, expand relevant ideas and eliminate unnecessary information • write legibly and at a pace appropriate to context and purpose • experiment with a variety of software design elements, such as spacing, graphics, titles and headings, and font sizes and styles, to enhance the presentation of texts • use complex sentence structures and a variety of sentence types in own writing • edit for and correct commonly misspelled words in own writing, using spelling generalizations and the meaning and function of words in context • use various styles and forms of presentations, depending on content, audience and purpose • emphasize key ideas and information to enhance audience understanding and enjoyment • identify the tone, mood and emotion conveyed in oral and visual presentations
Respect, support and collaborate with others	• identify ways in which oral, print and other media texts from diverse cultures and communities explore similar ideas • demonstrate respect by choosing appropriate language and tone in oral, print and other media texts • assume a variety of roles, and share responsibilities as a group member • address specific problems in a group by specifying goals, devising alternative solutions and choosing the best alternative • assess own contributions to group process, and set personal goals for working effectively with others

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Required Subject Areas. *Students take:*						
English Language Arts	Mathematics	Science	Social Studies	Physical Education	Health and Life Skills	Art and Music
Information and Communication Technology (ICT) is integrated throughout English Language Arts, Mathematics, Science and Social Studies.						

Mathematics

View the mathematics subject page at http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/math/

The aim of the mathematics program is to prepare students to:

- use mathematics confidently to solve problems
- communicate and reason mathematically
- appreciate and value mathematics
- commit themselves to lifelong learning
- become mathematically literate adults, using mathematics to contribute to society.

Students learn to use the following mathematical processes:

- communicate mathematically
- connect mathematical ideas to everyday experiences and to other subject areas
- use estimation and mental mathematics where appropriate
- apply new mathematical knowledge to problem solving
- reason and justify their thinking
- use appropriate technologies
- use visualization to assist in problem solving, processing information and making connections.

The following learning outcomes are selected from the Grade 6 Mathematics Program of Studies.

Number

- develop a number sense for decimals and common fractions, explore integers, and show number sense for whole numbers
- apply arithmetic operations on whole numbers and decimals in solving problems

Patterns and Relations

- use relationships to summarize, generalize and extend patterns, including those found in music and art
- use informal and concrete representations of equality and operations on equality to solve problems

Shape and Space

- solve problems involving perimeter, area, surface area, volume and angle measurement
- use visualization and symmetry to solve problems involving classification and sketching
- create patterns and designs that incorporate symmetry, tessellations, translations and reflections

Statistics and Probability

- develop and implement a plan for the collection, display and analysis of data gathered from appropriate samples
- use numbers to communicate the probability of single events from experiments and models

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Required Subject Areas. *Students take:*						
English Language Arts	Mathematics	Science	Social Studies	Physical Education	Health and Life Skills	Art and Music
Information and Communication Technology (ICT) is integrated throughout English Language Arts, Mathematics, Science and Social Studies.						

Science

View the science subject page at http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/science/sc92002.pdf

The aim of the science program is to encourage and stimulate children's learning by nurturing their sense of wonderment, by developing skill and confidence in investigating their surroundings, and by building a foundation of experience and understanding upon which later learning can be based. In elementary science, students develop their skills of inquiry and problem solving. They are also developing positive attitudes toward the study of science and the application of science in responsible ways.

In a Catholic school, students are invited to consider how issues of stewardship, morals, ethics and Catholic teaching can be integrated appropriately into the science curriculum.

The following learning outcomes are selected from the Grade 6 Science Program of Studies.

Air and Aerodynamics

- describe the properties of air and the interactions of air with objects in flight
- study birds and airplanes and learn a variety of adaptations and designs that make flight possible and provide for propulsion and control

Flight

- develop a basic design, build it, test it, and solve the problems that arise
- learn, through teamwork, that planning, communication, cooperation and flexibility are important to the overall result—even though parts of a task can be worked on individually

Sky Science

- move from a simple view of land and sky to learn the Earth is a sphere in motion within a larger universe
- explore the subjects of seasonal cycles, phases of the Moon, and the apparent motion of stars
- observe, identify and interpret he movement of objects in the sky, and identify pattern and order in these movements.

Evidence and Investigation

- learn to pose questions based on observations
- apply observation and inference skills to recognize and interpret patterns and to distinguish a specific pattern from a group of similar patterns
- apply knowledge of the properties and interactions of materials to the investigation and identification of a material sample.

Trees and Forests

- learn about a broad range of living things found on, under and around trees
- explore the complex interaction between trees and the larger environment
- examine the human use of forests

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Required Subject Areas. *Students take:*						
English Language Arts	Mathematics	Science	Social Studies	Physical Education	Health and Life Skills	Art and Music
Information and Communication Technology (ICT) is integrated throughout English Language Arts, Mathematics, Science and Social Studies.						

Social Studies

View the social studies subject page at http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/social/

The aim of the social studies program is to help students develop the knowledge, skills and positive attitudes they need to be responsible citizens and contributing members of society. Students learn to acquire and evaluate information and ideas. They learn to interact with others and develop understanding and respect for people in their school, their family and their community.

The focus of the Grade 6 social studies program is meeting human needs. Students learn about how needs are met by the local, provincial and federal governments; how the government of an ancient civilization met the needs of its citizens; and how China—one of Canada's Pacific Rim neighbours—meets its citizens' needs.

In a Catholic school, students are invited to consider how issues of social justice, the contribution of the Church to community (locally and globally), and Church teaching can be integrated appropriately into the social studies curriculum.

The following learning outcomes are selected from the Grade 6 Social Studies Program of Studies.

Local Government

- understand that an individual has responsibilities and rights as a citizen that begin at the local level
- develop an understanding of the three levels of government
- understand how governments raise money to meet needs
- understand that democracy allows people to take part in government and how the election process works at all levels of government
- locate on a map of Canada boundaries of local, provincial and federal jurisdictions

Greece: An Ancient Civilization

- understand some of the ways in which physical, social and psychological needs are met, and how they have varied over time and from place to place
- learn how environment, beliefs and class structure affected how an individual's needs were met in ancient Greece
- understand that Greek values, beliefs and ideas have affected Western civilization—and how they affect us today
- select pertinent information from history books, myths, legends, historical maps and historical fiction

China: A Pacific Rim Nation

- understand that nations in the world are becoming increasingly interdependent and that the Pacific Rim is becoming increasingly important
- understand that lifestyle is influenced by sharing among countries
- use an atlas to locate places in China and Canada
- compare and contrast the way people in China and Canada meet their needs

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Required Subject Areas. *Students take:*						
English Language Arts	Mathematics	Science	Social Studies	Physical Education	Health and Life Skills	Art and Music
Information and Communication Technology (ICT) is integrated throughout English Language Arts, Mathematics, Science and Social Studies.						

Information and Communication Technology (ICT)

View the information and communication technology subject page at http://www.learning.gov.ab.ca/ict/outcomes/div1.asp

The ICT curriculum is not intended to stand alone as a course, but rather to be infused within English language arts, mathematics, science and social studies. Schools have until June 2003 to phase in the program. The outcomes are organized by divisions; Division 1 is Kindergarten to Grade 3.

Students learn about the nature of technology, how to use and apply a variety of technologies, and the importance of technology to self and society.

The following learning outcomes are selected from the Grade 4 to Grade 6 Information and Communication Technology Program of Studies.

Communicating, Inquiring, Decision Making and Problem Solving

- organize information gathered from the Internet, or an electronic source, by selecting and recording the data in logical files or categories
- access and retrieve appropriate information from the Internet
- organize information, using such tools as a database, spreadsheet or electronic webbing

Foundational Operations, Knowledge and Concepts

- communicate effectively, applying information technologies that serve particular audiences and purposes
- explain the advantages and limitations of using computers to store, organize, retrieve and select information
- work collaboratively to share limited resources
- identify and apply techniques and tools for communicating, storing, retrieving and selecting information

Processes for Productivity

- solve problems requiring the sorting, organizing, classifying and extending of data, using such tools as calculators, spreadsheets, databases or hypertext technology
- edit and format text to clarify and enhance meaning, using such word processing features as the thesaurus, find/change, text alignment, font size and font style
- convert digital text file, opening and saving as different file types

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Required Subject Areas. *Students take:*						
English Language Arts	Mathematics	Science	Social Studies	Physical Education	Health and Life Skills	Art and Music
Information and Communication Technology (ICT) is integrated throughout English Language Arts, Mathematics, Science and Social Studies.						

Physical Education

View the physical education subject page at http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/physed/

The aim of the K–12 physical education program is to enable individuals to develop the knowledge, skills and attitudes necessary to lead an active, healthy lifestyle. Students participate in a variety of physical activities: dance, games, types of gymnastics, individual activities and activities in alternative environments, such as aquatics and outdoor pursuits.

Within Catholic schools, some of the values integrated into the Physical Education program include recognizing the dignity of each person as evident in their unique gifts and talents, community building, cooperation and shared responsibility, respect and care for the body.

The following learning outcomes are selected from the Grade 6 Physical Education Program of Studies.

Activity

Basic Skills

- select, perform and refine challenging locomotor and nonlocomotor sequences
- select, perform and refine more challenging basic skills in a variety of environments and using various equipment; e.g., downhill skiing, hiking

Application of Basic Skills

- select, perform and refine more challenging basic skills in a variety of environments and using various equipment; e.g., downhill skiing, hiking
- demonstrate a creative process to develop dance sequences alone and with others; and, demonstrate movement sequences in response to a variety of musical, verbal and visual stimuli
- demonstrate sport specific skills to create competitive and cooperative modified games that involve everyone
- demonstrate activity specific skills in a variety of individual activities; e.g., track and field/athletics

Benefits Health

Functional Fitness

- explain the relationship between nutritional habits and performance in physical activity
- explain the components of fitness; e.g., strength, endurance, flexibility, cardio-respiratory activities, and relate these to personal fitness level

Body Image

- acknowledge and accept individual differences in body shapes and how different body types contribute to positive involvement in physical activities

Well-being

- identify and plan for personal positive benefits from specific physical activity

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Cooperation

Communication
- identify and demonstrate respectful communication skills appropriate to various physical activities and that reflects feelings, ideas and experiences

Fair Play
- demonstrate etiquette and fair play.

Leadership
- identify and then take responsibility for various roles while participating in physical activity; and, identify leadership and followership skills used while participating in physical education

Teamwork
- identify and demonstrate positive behaviours that show respect for self and others

Do It Daily ... for Life!

View examples of student activities at http://www.learning.gov.ab.ca

Effort
- demonstrate enjoyment of participation through extended effort in physical activity
- identify and demonstrate strategies that encourage participation and continued motivation

Safety
- participate in, and demonstrate the benefits of, safe warm-up and cool-down activities
- select simple, safe practices that promote an active, healthy lifestyle; e.g., rules of the road for cycling, in-line skating

Goal Setting/Personal Challenge
- analyze and create different ways to achieve an activity goal that is personally challenging

Active Living in the Community
- examine factors that influence community decisions to support and promote physical activity
- choose and actively participate in a new group or individual activity that encourages daily participation

Exemptions from Physical Education

Exemptions from participation in physical education may be given for medical conditions, when accompanied by a medical certification from a doctor to the principal; for religious beliefs, when accompanied by a statement in writing from the parent to the principal; and where access to facilities is prohibitive. When exemption is granted, activities consistent with the program outcomes should be substituted where appropriate.

Physical Education Online

http://www.learning.gov.ab.ca/physicaleducationonline

The Physical Education Online Web site provides a wealth of information to support student learning of the K–12 physical education program of studies. The site is organized into three major sections:
- Program of Studies
- Teacher Resources
- Home Education

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Required Subject Areas. *Students take:*						
English Language Arts	Mathematics	Science	Social Studies	Physical Education	Health and Life Skills	Art and Music
Information and Communication Technology (ICT) is integrated throughout English Language Arts, Mathematics, Science and Social Studies.						

Health and Life Skills

View the health and life skills subject page at http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/healthpls/

The aim of the health and life skills program is to enable students to make well-informed, healthy choices and to develop behaviours that contribute to the well-being of self and others. A comprehensive health program involves a partnership among home, school and community.

In a Catholic school, learning outcomes are addressed within the context of the teachings of the Catholic Church. The local boards of many Catholic school jurisdictions have approved supplementary resources and adapted the curriculum to better meet the needs of their students, their families and their faith communities.

The following learning outcomes from the Health and Life Skills Program of Studies are taught from a Catholic viewpoint and perspective.

Wellness Choices

Personal Health/Safety and Responsibility

- make responsible and informed choices to maintain and to promote safety for self and others. God gives us the gifts of life and health; we are called to care for and respect these precious gifts

Relationship Choices

Understanding and Expressing Feelings/Interactions/Group Roles and Processes

- develop effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions. The glory of God is in fully alive people who revere the dignity that all persons share by virtue of being created in God's image and likeness

Life Learning Choices

Learning Strategies/Life Roles and Career Development/ Volunteerism

- use resources effectively to manage and explore life roles and career opportunities and challenges. Our Christian vocation is to use our gifts, talents and the resources available to us in building God's reign of peace and love by serving others

Human Sexuality Education

Human sexuality education emphasizes the individual nature of change and growth, and the importance of one's family and personal values with respect to sexuality and sexual decision making. Learning outcomes are addressed within the context of Catholic teaching.

Schools are required to offer human sexuality education in Grade 4 to Grade 9. Parents have the right to exempt their child from this instruction. Schools will provide alternative learning experiences for those students who have been exempted from human sexuality instruction.

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Required Subject Areas. *Students take:*						
English Language Arts	Mathematics	Science	Social Studies	Physical Education	Health and Life Skills	Art and Music
Information and Communication Technology (ICT) is integrated throughout English Language Arts, Mathematics, Science and Social Studies.						

Art and Music

View the fine arts subject page at http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/finearts/

Through art and music, students develop self-awareness and express their creativity in many ways. They respond personally and critically to a variety of art and music styles and forms.

In a Catholic school, students are invited to consider how the knowledge, skills and values studied within the fine arts curriculum can be used to understand the religious dimensions of art, liturgy, music and history. They are also used directly to enhance the religious and spiritual culture of the school, and to celebrate the various liturgical feasts of the year.

Art

The aim of the art program is to enable students to learn visual arts skills and concepts, to interpret and communicate with visual symbols, to appreciate the cultural aspects of art, and to relate art to everyday life. The art curriculum has four major components: reflection, depiction, composition and expression.

The following learning outcomes are selected from the Grade 6 Art Program of Studies.

- study and analyze the individual character of natural objects or forms
- impose standards on designed objects and invent improved versions
- modify forms by abstraction, distortion and other transformations
- perfect images through economical use by material and efficiency of effort
- express a feeling or a message
- use media and techniques with an emphasis on more indirect complex procedures and effects in drawing, painting, print making, sculpture, fabric arts, photography and computer graphics

Music

The aim of the music program is for students to develop an enjoyment of music, an understanding of a variety of music styles and an insight into music through a variety of musical activities. The music program is developed around the concepts of rhythm, melody, harmony, form and expression. These concepts are learned through participating in six skill areas: listening, moving, singing, playing instruments, reading and writing, and creating.

The following learning outcomes are selected from the Grade 6 Music Program of Studies.

- understand that there are many kinds of rhythm; e.g., ethnic rhythms, dance forms such as the waltz, tango
- understand that melodies may be based on other scales; e.g., ethnic, whole tone, atonal, chromatic, modal
- understand that longer forms of music, such as the concerto, opera and symphony, combine a variety of structural forms
- understand that the human voice has different timbral qualities
- recognize the sounds of electronic music
- sing songs written in a variety of scales
- understand the function of key signatures

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Optional Subject Areas

The range of optional subject areas offered by elementary schools varies from school to school depending on such factors as student and parent preferences, facilities and staffing.

Optional Subject Areas. ***Schools may offer:***	
Drama	Languages Other than English

Drama

View the drama subject page at http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/finearts/

The aim of the drama program is for students to develop a positive self-concept by assuming other roles and acquiring dramatic skills. Play, dramatic play and structured dramatic play are the foundation for dramatic forms of expression. These include dramatic movement, mime, choral speech, storytelling, dramatization, puppetry, choric drama, readers' theatre, story theatre, playmaking and group drama.

Drama may be taught as a separate subject area or integrated with other subjects.

Languages Other than English

A variety of courses and programs in languages other than English are available throughout Alberta. Some of these include Aboriginal languages, French, German and Ukrainian.

Students registered in an **immersion** or a **bilingual program** follow a language arts course in the target language (e.g., French, Ukrainian) in addition to studying English language arts. In these programs, the target language is also used as the language of instruction in other subject areas, such as mathematics, science and social studies.

Aboriginal Languages

http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/aborigin

Blackfoot and Cree language and culture programs are designed to enable students to learn Aboriginal languages and to increase awareness of Aboriginal cultures.

The following learning outcomes are selected from the Blackfoot and Cree Language and Culture Programs of Study.

- learn basic communication skills in Blackfoot or Cree
- develop cultural sensitivity, and enhance personal development
- develop originality and creativity
- develop a desire to improve competency in Blackfoot or Cree

French Immersion Program

http://www.learning.gov.ab.ca/quicklinks/seclang.asp

In Alberta, many students have the opportunity to study in a French immersion program. This program, designed for non-French speaking students, offers an effective way for students to become functionally fluent in French while achieving all of the learning outcomes of the regular programs of study. Graduates from French immersion programs achieve a level of fluency in the target language that allows them to pursue their post-secondary studies in French or to accept employment in a workplace where French is the main language of communication.

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There are many delivery models for French immersion present in Alberta schools:

- Early immersion—students begin their immersion experience in Kindergarten and continue in the program to Grade 12.
- Late immersion—the entry point is typically Grade 7.

Courses offered in the French language have as their basis a French version of the English program of studies, which is identical or comparable to the one used in the English program. The exception is Grade 1 to Grade 3 Social Studies. However, a program of studies specific to French immersion students was developed for the learning/teaching of French language arts. Some of the main French language arts learning outcomes are presented in the following section, French Language Arts.

http://www.learning.gov.ab.ca/french/YYCHWE/Home.htm

A resource that may be helpful to parents is *Yes, You Can Help! Information and Inspiration for French Immersion Parents*. It is available on the Alberta Learning Web site or for purchase from the LRC.

French Language Arts

http://www.learning.gov.ab.ca/french/FLA/default.asp

In Division 2, the French language arts program of studies is intended to continue work started in the earlier grades (Division 1), including vocabulary and syntax enrichment, to enable students to engage more actively in their environment. The program of studies also targets the development of the students' ability to plan and monitor their communication projects, whether they are working individually or with classroom partners. Students also learn to respect the basic rules of language in the oral discussions that take place in the classroom as well as in their writing projects.

The following learning outcomes are selected from the French Language Arts Program of Studies.

Oral Comprehension

- monitor their listening experiences to identify ways to overcome listening difficulties

Reading Comprehension

- identify appropriate strategies to overcome difficulties
- plan research projects more independently
- choose texts to meet needs and organize notes to retain information

Oral Production

- work independently and in groups to plan and organize presentations
- apply solutions for overcoming difficulties
- use appropriate tools to organize presentations

Writing

- write a few paragraphs to present and develop a given topic
- write stories describing more than one event
- select appropriate strategies to organize ideas (web or plan)
- use a variety of sentences and proper punctuation
- demonstrate agreement of nouns and adjectives in common, irregular forms

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French as a Second Language

http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/fsl

In Alberta, French as a Second Language (FSL) is a program in which the French language is taught as a subject, often between 20 and 40 minutes a day, to help students develop communication skills, language knowledge and cultural awareness in French.

Depending upon a school board's language policy, French as a second language may be offered as an optional program or it may be a compulsory program. School boards may begin the program at different grade levels, since the program is based on developing language proficiency over a grade or grades without being grade specific. Many schools start the program in Grade 4, but others may begin earlier or later.

The program is designed to teach students to:

- understand what they hear and read in French
- communicate their ideas orally and in written form, using an approach that is based on concrete and real-life experiences and situations
- acquire knowledge about local, provincial and national Francophone groups to become more aware of their presence and to understand them better
- develop French language vocabulary and grammar through thematic activities and projects that are related to real-life language experiences
- acquire specific language learning strategies that will help them become better second language learners.

The program is organized into three language proficiency levels—Beginning, Intermediate and Advanced. Each level has its own set of experiences. Students in elementary school generally focus on the Beginning level. As students work through this level, they develop their ability to understand and communicate in French.

http://www.learning.gov.ab.ca/french/FSL/whatsnew/FSL_handbook/ab_public.htm

A resource that may be helpful to parents is *French as a Second Language (FSL) Program: A Guide for Parents.* It is available on the Alberta Learning Web site or for purchase from the LRC.

Ukrainian Language Arts

http://www.learning.gov.ab.ca/k_12/curriculum/bySubject/languages/ukla.pdf

Ukrainian language arts is offered as part of the Ukrainian bilingual program and is designed for native speakers of Ukrainian and for students who speak other languages and wish to learn Ukrainian. The bilingual program begins in Kindergarten and continues through to Grade 12.

The following learning outcomes are selected from the Ukrainian Language Arts Program of Studies.

- obtain specific information from teacher-selected sources
- recognize how one expresses personal feelings, ideas and opinions
- effectively organize and present information of interest to peers
- use literature and other art forms to reflect creatively upon experiences of general interest
- recognize and be sensitive to differences or similarities in cultures

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- recognize the contribution of the lifestyle of Ukrainians to the wider community
- practise a variety of learning strategies to acquire concepts in structured situations
- expand vocabulary to convey meaning on topics of personal and general interest

In a Catholic school, both within the Religious Education Program and along with the study of the Ukrainian language, many aspects of the life and faith of the Ukrainian Catholic Church are studied and celebrated.

Other Languages

Many school boards have developed their own programs. Locally developed language programs include: Arabic, Chinese, Chipewyan, German, Hebrew, Italian, Polish and Spanish. These locally developed courses are based on local needs and demands, and may vary from year to year.

For more information on second language instruction offered in your area, please contact your local school board.

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Feedback Form

Curriculum Handbook for Parents 2002–2003: Grade 6

Catholic School Version

Please indicate whether you are a:

☐ Parent ☐ Teacher ☐ School Administrator ☐ District Administrator ☐ Other (please specify) _____

Please indicate whether you used:

☐ a print copy ☐ the online format ☐ both

Please respond to the following by placing a check mark under **Strongly Disagree, Disagree, Agree** or **Strongly Agree**.

	Strongly Disagree	Disagree	Agree	Strongly Agree
1. The handbook provides useful information.				
2. The amount of information is appropriate.				
3. The reading level is appropriate.				
4. The layout and organization are user-friendly.				
5. The links to the Alberta Learning Web site are helpful.				
6. Downloading and printing is easy.				

How can this handbook be made more helpful to parents?

_____

_____

_____

_____

_____

Thank you for your feedback.

Please send your response to:

Director, Curriculum Branch
Alberta Learning
11160 Jasper Avenue
Edmonton, Alberta, Canada
T5K 0L2
Fax: 780–422–3745

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